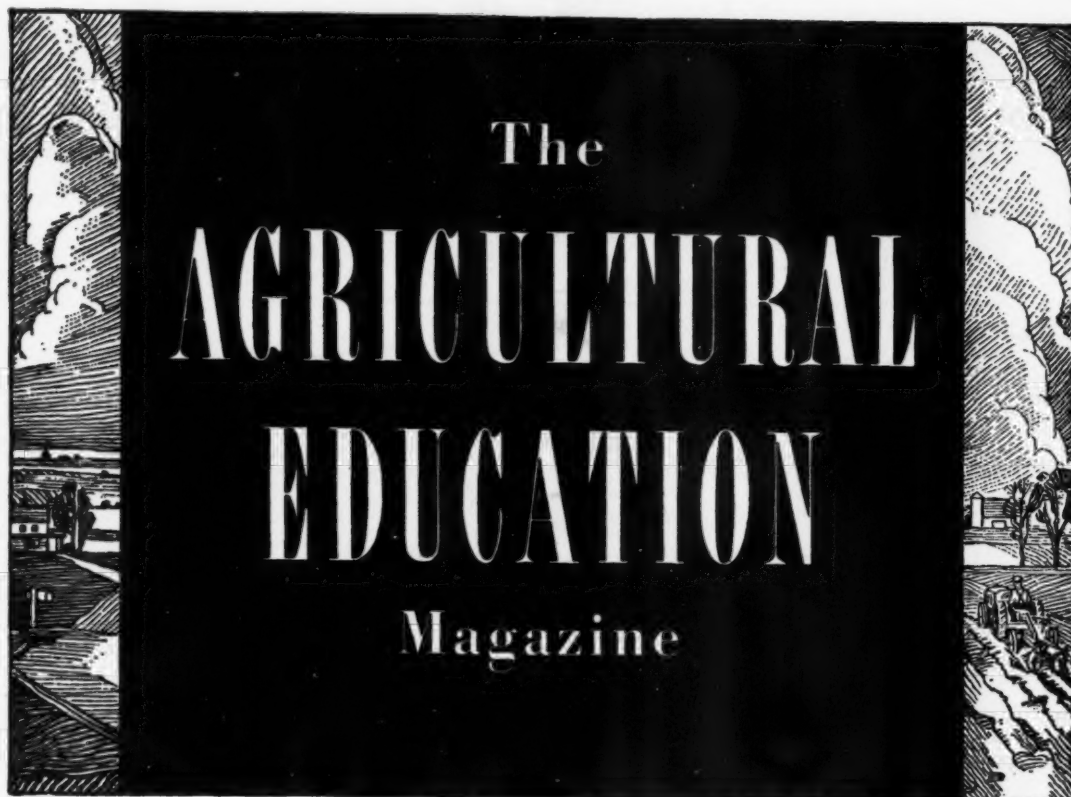


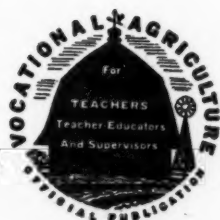
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*"If you can see some good in everybody,
almost everybody will see some good in you."*



The Agricultural Education Magazine

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Editorial Comment

Are Future Farmers Taking Advantage of Their Opportunities

FUTURE Farmers of Idaho, will you take time to review the specific purposes for which your organization was formed? These are, as you remember:

1. To develop competent, aggressive, rural and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of farm boys and young men in themselves and their work.
4. To create more interest in the intelligent choice of farming occupations.
5. To encourage members in the development of individual farming programs and establishment in farming.
6. To encourage members to improve the farm, home, and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in co-operative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.

Now will each one of you, as individuals and as chapter organizations, consider each purpose and then evaluate yourself and your organization to see how effectively these are observed and carried out. It seems that most of these are sadly neglected by the majority. However, there are a few boys in each chapter that serve as the chapter backbone and labor industriously to keep the chapter machinery continuously in motion and rolling forward. Without this type of individual, our chapters would probably hit a stalemate and fall by the wayside. Perhaps a good indicator of our success is the number of State Farmers we elect each year. According to the constitution we are entitled to elect about 30 members each year but only about 15 are elected. Some years there are a few more elected reaching an all-time record in the last five years of 23. In other words we are doing about 50 percent of the job.

Generally speaking, purposes number 1, 2, 3, 4, 5, and 11 are neglected by most F.F.A. members. What percent of the members participate in public speaking to develop leadership? What percent voluntarily take advantage of the speech courses offered in the high schools? Why do a great many graduating seniors and, yes, instructors of agriculture still use incorrect English after about 12 or 16 years of training? The answer is they probably weren't good enough leaders to apply what they learned in face of adverse conditions prevailing on the playgrounds and at home. Also a little more leadership might tend to improve scholarship (number 11).

A great many farm youths in high school have definitely decided not to select farming as a means of livelihood even though they have an opportunity to become established in that occupation upon graduation. Of course, they don't have any alternative at present, but this condition prevailed before the present world conflict. Perhaps something could be done to strengthen the confidence of boys participating in the occupation of farming and make farm life more enjoyable.

There is a challenge before each F.F.A. member and each chapter to incorporate every purpose of his organization into his everyday life.—Earl F. Spencer, Teacher, Shelley, Idaho.

Returns From Research

SINCE legislation made possible the use of funds for the employment of directors of research, many specialists have been at work on a variety of projects. The expenditure of funds for research has totaled a significant amount. While the chief measure of this service is what each state receives for its program of

THE AGRICULTURAL EDUCATION MAGAZINE May, 1945

A Poor Sinner Needs Help

I HAVE been somewhat a soldier of fortune in the teaching game and, after a 17-year period of "hedge hopping," have returned to teach in my home state, Kansas. Right now, I am just a good Methodist who has decided to give up his evil ways and try to live an upright life. But to me, the problem is not that simple. I am all mixed up in my perspective of my vocational job. These questions keep turning over and over in my mind and, as yet, I have not reached a clear-cut decision.

The Kansas philosophy seems to be to teach on a job basis rather than a unit basis. I know that Missouri and Indiana concur with Kansas. Iowa, Illinois, and New York lean toward the unit basis of teaching. Regional Supervisor Pearson feels that in adult work the unit basis of teaching brings the better results. Who is right? Who is wrong?

The Kansas philosophy seems to be that the adult group can be taken care of by the county agent and that the vocational instructor should spend his time with the in-school and part-time group. Iowa and Illinois feel that a department without an adult program definitely needs a new instructor. Who is right? Who is wrong?

The Kansas philosophy seems to be that we teach the job and that it is not so important that the student possess a great deal of scientific background for his particular job. New York State feels its job is to give each boy enrolled in vocational agriculture during his four years a broad academic and economic background so that he can weigh and make decisions. Doctor Lancelot, for many years head of the Iowa State College Vocational Department, concurs with New York in their belief. Who is right? Who is wrong?

Two years ago I met with a group of veteran vocational teachers in Minnesota. As a group, they were not too much in sympathy with the new philosophy of rating a boy or a department by the number of dollars that a boy has at the end of his four years. They had a feeling that Washington put the heat on the state supervisors, and they, in turn, on the vocational teachers. Can you rate a department or the amount of teaching that an instructor is doing by counting up the number of dollars at the end of a four-year course? Some claim misplaced emphasis. Who is right? Who is wrong?

Many state advisers of Future Farmers feel that a department without a good, active Future Farmer Chapter has "missed the boat," and that department needs a new instructor. I have observed the fact that wherever groups of teachers of vocational agriculture meet and the state supervisor and the Future Farmer executive officer are absent from the group, there is a great diversity of opinion as to the amount of emphasis to be put on Future Farmer work. Most teachers feel that the organization has a place in the scheme of general vocational pattern. Just how big a part should the Future Farmer organization play in the efficient operation of a department?

This article is not written in the spirit of criticizing any state program or person. It is written solely for the purpose of showing the diversity in our methods and philosophies. The leaders of our group in the state of Kansas, other states, and the U. S. Department of Agriculture could perform no greater service for the teacher in the field than to develop a system of checking on the long-time efficiency of a department.

I am strong for an evaluation program—not based on a publicity program or the salesmanship of the instructor but rather on what the department has contributed to the citizens of the community. Perhaps if I had something tangible to help me in the proper shaping of my thinking, I could lead that better life. I believe Doctor Hamlin of Illinois has made a start in that direction. I wonder if Kansas should not also make some studies in this field.—Howard U. Petefish, Teacher, Hiawatha, Kansas.

vocational education in terms of its investment, nevertheless the total picture of accomplishments over the country might likewise be of general interest. Shall the researchers search their research and give us a box score and summary?

Planning an Expanded Program of Vocational Education for Rural Areas

W. HOWARD MARTIN, State Supervisor, Burlington, Vermont

VOCATIONAL education in agriculture has attained a healthy development on the basis of helping rural folks solve problems of, or related to, their farming activities. It has performed this service on a systematic basis in a program hopefully planned to serve all. Centers of instruction have been numerous, located within relatively easy reach of large numbers of farm youth and adults. Instructional content and methods have in general been recognized as of superior character. Teachers of agriculture have been among the hardest working and best paid members of the staff of the secondary schools.

In spite of these many favorable factors, agricultural education has failed to attain its recognized potential. The number of young or adult farmers reached in proportion to the total number has not been significant. The percentage of former students who became engaged in farming has been sufficiently disappointing to cause some to raise the question, why provide agricultural education at the secondary school level? And it is a rather well established fact that about one-half of the farm boys and girls must find occupational opportunities off the farms. The farm youth not in high school constitute a major portion of America's youth who are not receiving the advantages of a high-school education. Vocational agriculture has, in general, failed to reach this group.

Where then are to be found the difficulties? Will a great increase in the number of departments be a solution? Will the establishment of specialized, or general, programs at the post-secondary school level accomplish the fundamental purpose for which the program was conceived? Possibly the present organizational and administrative setup should be studied to ascertain possible efficiencies to be secured with a recasting of its objectives and procedures.

Present System Inadequate

The following discussion of this problem is frankly theoretical but based on facts of the situation in Vermont.*

Increasing the number of departments cannot correct current difficulties. True, even in prewar years, departments ex-

*The Needs and Opportunities for an Expanded Program of Vocational Education in Orleans County, with Implications for Organization and Administration, term paper presented to Dr. R. M. Stewart, Cornell University, 1944.



W. Howard Martin

isted in something fewer than 50 percent of the Vermont high schools and, hence, increasing the number would provide services for more people, but service would be provided with no or little increase in efficiency. Teachers would continue to be all-day teachers with definite and prescribed duties for six to eight periods daily. Pupils would be largely unselected in terms of interest, needs, and aptitudes. Facilities could not be economically provided for the small number of youth and adults served. And the primary reason would be the small size of secondary schools. An enrollment of about 100 pupils is the median for Vermont.

Vermont has had, since 1911, a specialized school offering a one-year course at the post-high school level. It has been popular and an excellent program has been conducted. An analysis of records of its some 1,000 graduates shows that a very high percentage of them have entered agriculture. On the other side of the picture, the numbers attending the school have been small. Three to five boys per year from each of the counties most distant from the school, yet having a farm population of 10,000 to 15,000, were normal enrollments. The per-pupil cost would prohibit any widespread distribution of schools of similar character. There is, without question, a need for this type of program of agricultural education, but it appears to be extremely doubtful if any wholesale duplication of its facilities would economically gain the desired ends.

What are the essentials which should be provided thru the organizational and administrative machinery of education, if an effective and efficient program is to be made possible? There appear to be at least five.

Criteria to Guide Program Planning

The program must be *accessible* to youth and adults. A maximum of one hour from farm to school may be accepted as a desirable standard of accessibility.

Economy is a second essential. Economy in terms of the use of teacher time and facilities should be of more concern. Classes of fewer than 15 (or another number you may choose) are not economical units.

Harmony must be considered as a third essential. Vocational education is a part (however important) of general education and must be co-ordinated with total efforts. There is, further, a spirit of competition rather than co-operation between adjacent small communities.

Selectivity as it relates to the opportunity of youth and adults to choose vocational education is a most important

essential. An adequate program of pre-vocational courses in the four areas of vocational education is one requirement. Occupational information and services should be available to all, and vocational courses in the four major areas, Agriculture, Business, Homemaking, and Industry, must be available to every youth.

Stability is the fifth essential. It implies continuity of program, long term planning and objectives, all of which can be attained only with community participation in program development and longer (five years or more) teacher tenure.

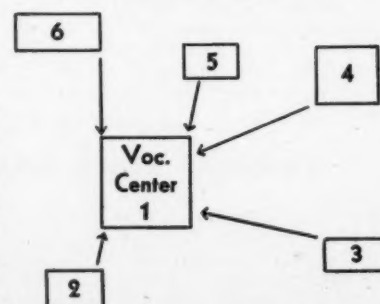
Solutions

One obvious solution is centralization or consolidation of high schools. There is little doubt that a secondary school, rural in character, which enrolled 500 students or more in grades 7 thru 12 might be so organized and administered as to provide, to a reasonable degree, for the essentials enumerated. Size alone, however, constitutes no guarantee for quality of program. In general, tho, a school of this size could afford adequate facilities, could provide sufficient opportunities and guidance in vocational training to insure superior composition of class. It could justify two teachers one of whom could devote much of his time to adult phases of the program. In rural areas the school would probably need to provide transportation for students which would make for accessibility. The greatest obstacle to securing this size of school unit is to be found in each local community's desire to maintain its own high school (town boundaries constitute education barriers), and the fact that provisions for state aid to promote school consolidation or centralization are not sufficiently attractive.

There are at least two other means by which the advantages and economies inherent in size of unit may be obtained for vocational education without the necessity of actually eliminating large numbers of rural high schools.

One method may be termed vocational specialization. A group of high schools suitably located for inter-school transportation of pupils (10 to 12 mile radius) and having a combined enrollment of 500 or more students could develop a co-operative program which would require the daily transportation,

Figure 1. Vocational Specialization



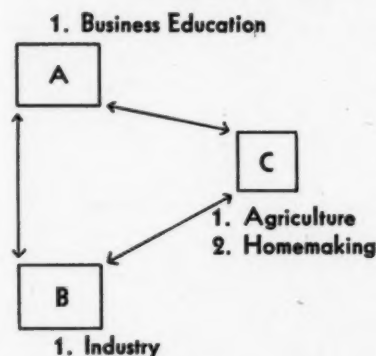
inter-school, of many students in grades 10 to 12 who were taking vocational courses. It would also require that teachers of agriculture, as an example, serve co-operating schools by conducting prevocational courses. The increased costs of transportation would be largely offset by increased efficiencies in the use of facilities and services in many instances, and the program of vocational education for youth and adults in rural areas could be greatly improved.

Some essential features:

1. Minimum combined enrollment 500 students in grades 7 thru 12
2. Maximum distance between schools 10 to 12 miles
3. Full-time guidance director
4. Prevocational courses offered in all schools in grades 7 thru 9
5. Each school offers one or more vocational courses—grades 10 to 12.

A second means of securing a more efficient and effective program would be vocational centralization. In short, it *might* be possible to bring about the development of centralization for vocational education where it would be impossible to do so for the total school.

Figure II. Vocational Centralization



Students from all co-operating high schools in grades 10 to 12, would be transported to one school in which vocational courses in the four major fields would be provided. Guidance services for youth and adults and prevocational courses would be provided for the entire area by personnel at the vocational center. Adults would likewise be served by these personnel.

Some essential features:

1. Minimum combined enrollment 500 students in grades 7 thru 12
2. Maximum distance between schools 12 to 15 miles
3. One school offers complete vocational program—4 courses or more, serving students in grades 10 to 12 from all schools
4. Prevocational courses offered in all schools in grades 7 thru 9
5. Full-time guidance director.

In order to insure the success of either plan for providing adequately to meet the needs of rural people, the administrative and tax unit would probably need to be enlarged to include the total area served and all vocational services would need to co-operate in developing plans and conducting programs.

Specialized opportunities in one or two courses could be provided by each

group of co-operating high schools for (a) post-high school groups and (b) youth who have failed to complete high school.

Summary

The problem of providing adequate opportunities in vocational training for rural areas often sparsely populated is one of the great challenges to vocational teachers and supervisors, as well as to all school administrators and citizens. It will not be solved by increasing the number of departments, if these be inefficient or ineffective, nor will it be solved for the masses of rural people by establishing special schools which are beyond the reach of the majority. Answers to the problem must be sought for and found which will permit rural people, both youth and adults, male and female, to take advantage of opportunities in vocational education appropriate to their needs and aptitudes at centers located reasonably near their homes. The type of program to be provided will vary with existing and latent opportunities and needs, but should include courses in the four major vocational fields for youth in or out of school, and for adults.

Such a program probably cannot be offered economically for fewer than 500 students in grades 7 thru 12. Rural areas having such a potential enrollment within a 10 to 15 mile radius may be constituted as a unit for which a complete program of vocational education may be developed. Existing schools may be consolidated, may co-operate in establishing a vocational center in which all courses will be offered, or may specialize with two or more schools offering vocational courses and exchanging students.

Informed Parents Necessary

C. B. EDWARDS, District Supervisor,
Stephenville, Texas

MOST teachers of vocational agriculture, on going into a community, are of the opinion that the parents know what the program in vocational agriculture is. The average teacher of vocational agriculture, if he will admit it, has some boys whose home farms he has not visited. You will also find many boys who have projects that are nothing more than something that his father gave him. Most teachers of vocational agriculture have projects, such as pork production, that end as the usual hog fed and used on the home farm.

The average teacher of vocational agriculture has more than 50 percent of his parents to whom he has failed to take time to explain the program. One of the best methods I have seen to help this situation follows: The parents are invited to meet at the school. Refreshments, a show, or some similar attraction is mentioned to get them out. Some teachers who use a point plan on jobs and projects allow points for boys getting their parents to attend the meeting.

The banker, the Farm Security Administration agent, and the Production Credit Association agent are invited to attend. At the meeting the teacher of vocational agriculture explains that the purpose of vocational agriculture as set up by the Smith-Hughes Act is to "assist

those engaged in farming and those who are to be farmers."

1. Most any group of fathers will admit that they have used the knife while their son held the pig, calf, or lamb; or that the boy built the fire, helped scrape the hog, and held the tub while Dad did the butchering.

2. Any group of parents will admit that the teacher of vocational agriculture cannot teach their boys much unless the parents co-operate.

3. Parents will admit that their boys' time is as valuable as theirs because what they fail to learn as boys, they will have to learn as men.

4. Parents will admit that their boys are not interested in farm work.

5. Under these conditions parents cannot blame the boys and they will admit that they had not thought along these lines because they felt they were too busy to take time to help their boys.

6. Parents will admit that many of their sons' projects are something to meet the requirements of the teacher of vocational agriculture. They will admit that the boy mentioned in a timid way that he needed a project.

7. Parents will also admit that they are not helping the teacher in his attempt to help the boy. So what are we going to do about it?

Explain the need for the boy to do as the farmer has to do. He has to borrow money to operate on. Why not let the boy borrow the money needed for his project? The boy needs to do so many farm jobs and skills in addition to his project under the supervision and with the help of his father and his teacher.

As to projects, use the banker, Production Credit Association agent, and the Farm Security Administration man. Explain the need for the boy owning his own project. You would be surprised at the boy that walks into the bank (where the father has made arrangements without the boy knowing it) and sits down and explains to the banker that he needs \$5 to buy a pig, \$15 to buy feed and signs a note for \$20 payable in six months. It is a different pig, project, and boy who does this. Most teachers of vocational agriculture borrow money in groups from one of the above agencies, but my point is to let the boy do his own borrowing. And with the father and teacher both working, it is a simple matter to get the boy to go to the bank or other agency.

If you want to have some boys who are interested in their projects and notes, have some boys make their own financial arrangements. We, as teachers of vocational agriculture, have been borrowing money in groups for our projects and have failed to take advantage of the training we could give by letting the boy do it.

You would be surprised at the co-operation you would get from the boy, the parents, and the financial agencies by such a procedure.

It is easier to tell our students about the motionless past that we can learn once for all than to join with them in trying to understand the moving present that must be studied afresh each morning.—Glenn Frank.

Part-time education is a sort of "tap-the-hoop" process. You keep it going by touching it once in a while.—R. L. Cooley.

Supervision

LANNO BARRON

Training Veterans in Vocational Agriculture

LOUIS M. SASMAN, State Supervisor, Madison, Wisconsin

WISCONSIN is the only state in the nation in which training in vocational agriculture for veterans is being carried on at the present time under the direction of instructors in vocational agriculture according to Captain O. W. Price, Director of Training, in the Veterans Administration at Wood, Wisconsin.



Louis M. Sasman

Since this is the case, workers in vocational agriculture will undoubtedly be interested to know the procedure and the status of the present training program.

The Wisconsin state supervisor of vocational agriculture has for the past year maintained close contact with the office of the Veterans Administration. Early in the spring of 1944, a plan for co-operation with the Veterans Administration was developed and copies were submitted to the U. S. Office of Education and also used by our office and the office of the Veterans Administration for further study. In May a conference with Captain O. W. Price was held by the state supervisor with I. G. Fay of our office and J. H. Pearson of the U. S. Office of Education in attendance.

It should be stated that from the beginning Captain Price, who had been with the Veterans Administration since World War I, has been very much interested in practical training for farming and has believed strongly that only those veterans should be trained for farming who had definite opportunities for successful establishment. The Training Staff of the Veterans Administration also includes two former instructors in vocational agriculture with long experience in this field and a former school administrator who had years of experience as an administrator of a department of vocational agriculture.

Members of the Training Staff of the Veterans Administration, in co-operation with the State Supervisor of Vocational Agriculture, contacted several instructors in agriculture in schools with a veteran in the area who was established on a farm, either as son of an owner or as a renter, and was desirous of receiving training. Veterans were established in training in six centers. Three of those six are still receiving training. A program has since been set up for a veteran in each of two other centers.

The present program contemplates that a veteran desiring training for farming may follow any one of several procedures. He may enroll in agriculture at

a short course at the College of Agriculture or at the Teachers Colleges at Platteville or River Falls which have long offered courses in agriculture. This short course may be followed by training on the job and in adult classes taught or supervised by an instructor in vocational agriculture. Or, if the veteran prefers, he may take all of his training under the direction of the instructor in agriculture.

One of the problems in connection with the development of this training program is the matter of costs and payment by the Veterans Administration to the school carrying on the program. These veterans are, of course, members of the community and as such entitled to the same consideration as any other member of the community desiring instruction in young farmer or adult classes. However, if the Veterans Administration sets up requirements in addition to those usually met by young farmer and adult class members, the school may reasonably expect additional pay for such services. Just how much pay shall be involved has not yet been determined and will be the subject of further consideration during the next few months. Of course, it is possible that in many communities the program might expand so that an instructor might be needed to give his whole time to classes and the supervision of farming programs for veterans and other young farmers and adults of the community.

The following suggestions for training veterans for farming in Wisconsin are the result of a year's thought and discussion of this subject. Not all of these points have been definitely agreed to by the Veterans Administration but none has been rejected. They form the basis for our present procedure.

1. The training program in vocational agriculture for veterans will consist of individual and group instruction given or supervised by a duly qualified instructor in vocational agriculture.

2. The individual instruction will be supplemented by group instruction in classes when the number of veterans and other trainees in any local area is sufficient to organize a class.

3. Individual instruction will consist of definite training on the job relating to the particular farming program of the veteran involved.

4. Class instruction will consist of systematic instruction for five or more veterans and others desiring training on similar farm programs or problems.

5. Veterans will be provided with individual or class instruction each week for the first six months of the training period and as often as required thereafter, with not less than four hours of instruction each month being given individually on the farm and with a total

of at least 90 hours of instruction a year being given each veteran.

6. Veterans will be required to enroll in regular adult classes in vocational agriculture when the systematic training program of these classes meets their needs.

7. Laboratory and shop facilities of the department of vocational agriculture of the school will be made available for the training of veterans the same as for the training of other students in vocational agriculture.

8. Payment will be made by the Veterans Administration to the State Board of Vocational and Adult Education for costs of training on the basis of the number of veterans included for vocational agricultural training in the state.

9. The State Board of Vocational and Adult Education shall use such funds to reimburse local schools for costs incurred in the program of training in vocational agriculture for veterans.

10. In addition to reimbursement for the above costs of instruction, local boards of education will be reimbursed thru the State Board of Vocational and Adult Education for the amount paid the instructor or special instructors for travel at the rate of 5 cents a mile.

11. Veterans to be trained in vocational agriculture will be enrolled thru the State Board of Vocational and Adult Education with co-operating schools on the basis of the training and experience of the instructor and the best interest of the veteran to be trained.

12. The development of this training program is a co-operative undertaking of the Veterans Administration and the State Board of Vocational and Adult Education. State supervision of the training program will be delegated to the Agricultural Supervisor of the State Board of Vocational and Adult Education.

13. The State Board of Vocational and Adult Education will require regular reports from the instructors in agriculture as to the program of instruction for each veteran and the type, location, time and attendance of adult classes and the supervised farming programs correlated with the instruction with such other information from time to time as it may deem necessary for proper supervision of the work.

The Editor's Comment

Supervisor Sasman has presented the first program in operation designed for the training of veterans. Undoubtedly others will appear in later issues. This program shows advanced thinking and careful planning and, to the editor, is unique in that it provides training for very small classes, even a lone veteran in a community. This is carrying vocational education to the "last man." By some, the question of reasonable economy may be raised; by others, alternative proposals suggested. Let's have your plans. It's only thru discussion and constructive criticisms that improvements are most often made.

Building Plans As Loans to Boards of Education

GEORGE P. COUPER, Assistant to the Chief, San Luis Obispo, California

THRU the state supervisory office for vocational agriculture in California, high school boards of education have access to a unique book which presents in graphic fashion the floor plans and extensive pictures of typical, desirable buildings for vocational agriculture. This service is now meeting a real need in postwar planning.



Geo. P. Couper

This book, of which there are three identical copies, was the result of a demand in the 'thirties for a plan for a "typical building for agricultural instruction." It was not possible to present a single plan which would harmonize with existing architecture and meet local needs of size and expense. The more extensive book, with a choice of a dozen plans, was the answer.

Separate units for vocational agriculture in California are important, and most schools have them. Many schools serving rural students are very large. Enrollments of 60 to 150 students in vocational agriculture are not uncommon. The Kern County High School at Bakersfield with 6,000 students—250 of them in vocational agriculture—and six full-time teachers of vocational agriculture, is a well-known example.

The demand ranged from units suitable to one teacher and 25 students up to the more extensive structures. In planning the book, it was important to have a selection suited to any size of school and budget—not merely to picture the larger and more expensive ones. Altho California has many departments with two or more teachers, the one-man department predominates. Therefore, we selected several departments suitable to one teacher, others for two teachers, and still others for three or more teachers.

In the one-teacher units we chose those ranging from about \$7,500 (built with WPA labor) to about \$15,000. In the two-teacher units costs ranged from about \$20,000 to \$35,000, and the larger units ranged up to the \$62,000 spent by Salinas, exclusive of equipment.

The next step was the photography. The writer, with a 5 x 7 Graflex equipped with the ordinary Eastman f4.5 lens, and a 4 x 5 Speed Graphic with coupled range finder and flash equipment, visited the 12 schools listed. Large floodlights were used to help bring out details. Most of the interior pictures were taken as time exposures.

Of the 12 schools photographed, we tried to give complete pictorial coverage to each. One or more interior views were taken of each room to show the lighting arrangements of tables and desks, and location of doors. Generally pictures, were taken from two points in the agricultural mechanics shop to show windows, benches, tool cabinets, and so on.

It was of particular importance to show the relation of each room to the other. The larger units had two or more

classrooms, generally a separate office, a chapter room or library, often a milk-testing room, the mechanics shop and other miscellaneous rooms such as a paint room, a lumber room, a large washroom, etc. One or more exterior pictures were also taken of each unit.

At each school we secured a floor plan. These plans were copied for use in the set of books so that the drawings were uniform in character. We tried to put the compass directions on the floor plan as nearly as possible and then designated each picture by these directions, as "Northwest classroom, looking toward north wall," or "Interior of shop, looking west."

We made up three books, using a special kind of binder and heavy parchment bond paper for pages, held in place by removable posts. The photographs were enlarged and each book provided with a complete set of interior and exterior photographs as well as floor plans. The loose-leaf plan provides for later additions.

The pictures are grouped by "scope," the first section containing buildings for one teacher of vocational agriculture. After the index pages, we placed the floor plan for the most inexpensive building and the exterior and interior view of that building; then the next most expensive, and so on. The second section contains the two-man units, with a similar arrangement, and the third section the most extensive buildings.

One book is kept in our central office at San Luis Obispo, and one in the regional offices in Sacramento and Los Angeles. The seven regional supervisors located closest to these three points check out the books for use of local school boards. We know where every book is at all times. Even today, with no construction going on, it is not unusual for all three books to be checked out at the same time.

If any state office would like more specific details, we would be glad to help them, but we have such demand for these books that we cannot lend them outside the state.

Our New Department

ALTHO our new department of "Supervision" has appeared in only two issues, its contribution is significant as it gives promise of becoming one of the stronger departments in the magazine. Mr. Barron is enthusiastic and aggressive in securing not merely copy but content that offers suggestions to our readers. It is this feature that impresses the editor. In Mr. Manire's excellent article, the proposal of using superintendents of schools, as well as the executive committee of vocational teachers, in planning with the supervisors the state program for the year, was a new idea to many supervisors. Its excellence is readily apparent. Undoubtedly it will be tried in many states this summer and may be expected to yield profitable returns next year. In this issue Supervisor Sasman

Cammack Selected "Man of the Year"

STATE Supervisor R. E. Cammack of Agricultural Education in Alabama has been selected as the "Man of the Year," in service to agriculture by the Editorial Bureau of the *Progressive Farmer Magazine*. Excerpts from the magazine's review of Mr. Cammack's contributions follow:



R. E. Cammack

Few leaders have been more loved and respected by those who work with them than R. E. Cammack, State Supervisor of Agricultural Education. Mr. Cammack has built an organization, unified in purpose, enthusiastic in loyalty and devotion to its job, and giving itself 100 percent to the goals of better farming, better farm life, and better citizenship. Following the first war, Mr. Cammack was a teacher of vocational agriculture for only two years when his record merited his selection as state supervisor. Alabama's program of agricultural education is therefore Mr. Cammack's program. Under his leadership the program of Future Farmers of America in Alabama has grown to 205 chapters with 6,730 members.

In its FPWT program in the last four years, Alabama has conducted nearly 8,000 classes, enrolling over 140,000 farmers, young farmers, and farm wives. Without these courses it would have been impossible for thousands of farmers to plant and cultivate their crops during this emergency. In other short courses Alabama teachers are reaching over 5,000 farm families thru their regular adult classes. "Bob Cammack has ably served Alabama in an advisory capacity in many fields—AAA, FSA, SCS, State War Board. But first, last, and always, he is building boys to be good farmers and good citizens and aiding their parents to build a more profitable agriculture and a happy, and finally, more satisfying farm life."

Agricultural Education joins the host of Mr. Cammack's friends in congratulating him upon this significant honor.

leads off with the Wisconsin plans for training veterans about which we shall doubtless hear more in later issues, and Mr. Couper presents a valuable suggestion from California in the careful preparation of building plans and views of departments appropriate to the financial ability and the educational needs of all types of communities within the state: another excellent idea which might well be copied in many states. I like the way our new department is starting. All articles in all departments should be more carefully planned with a view to passing successful practices around.

New teachers of vocational agriculture may feel unacquainted with the practices used by teachers but experienced teachers should be able to judge fairly accurately whether or not the practices deserve space. May all our departments have your new ideas, especially the bright ones.

Methods of Teaching

G. P. DEYOE

Helping the Teacher Inform Them

WATSON ARMSTRONG, Teacher-Trainer, University of Kentucky

PEOPLE in vocational agriculture have been criticized frequently for failing to inform the public of their work. Persons who should have had ample opportunity to know and understand the aims and objectives of our program, ask questions which reveal that they do not clearly understand what vocational agriculture is, what it is attempting to do, and the relationship between it and other services attempting to improve farming conditions and rural life.

Teachers of vocational agriculture have always had a full-time job. The job has become increasingly larger as the years have passed. Since World War II began, their duties have been multiplied many-fold.

As the program has expanded and the duties have increased, the teacher has found less and less time to prepare articles for local papers or otherwise inform the public of what he is attempting to do. It is now more important, rather than less important, that the public understand the program of their vocational department, its responsibilities and its opportunities.

What help can be given the teacher in carrying on his information program? Can the state office or the state service-center give him assistance?

It should be realized that many teachers do not have time to write newspaper articles and that many others have had little training for such writing. Deciding on the style and nature of the article, and writing the first two or three sentences are frequently more laborious and time consuming than preparing the remainder of the article.

Below is a mimeographed form used to save the time of the teacher in preparing an article for his local paper, announcing the county program in soil and water conservation. The same general form could be used for other programs and other articles.

LOCAL NEWS—Release on Receipt

Farmers of
(name of county or community)
are making plans to attend a course for farmers in "Soil and Water Conservation and Use," beginning
(date)
according to
(teacher's name)
teacher of vocational agriculture at the
(name of schools)



Watson Armstrong

school, who will have general supervision of the courses. The courses are authorized

by the
(name of board)

County Board of Education.

The course outline, to be used by local farm leaders in handling the course, was prepared by a committee consisting of representatives of the Agricultural Adjustment Administration, the Soil Conservation Service, and Vocational Education in Agriculture. The Agricultural Extension Service also assisted in preparing the outline. The course is part of the Food Production War Training program, sponsored by the Vocational Division of the State Department of Education.

Helping the advisory committee make plans for the course to meet the needs of the communities, are AAA County Com-

mitteemen.

.....and.....

Soil Conservation Supervisors.

.....and.....

and County Agent.

The course is prepared so as to cover the following subjects whereby farmers can learn more about conserving soil and water. (Insert names of subjects selected for the meetings.) All farmers in the community are invited to take advantage of the course. Complete information may be had by contacting

Mr.
Places and hours of meeting for the course are:

.....
(place) (time) (date)

.....
(place) (time) (date)

.....
(place) (time) (date)

Below is an example of the use made of the form by a teacher of vocational agriculture:

(From the Greensburg, Kentucky,
Record-Herald)

SOIL CONSERVATION SCHOOLS TO BE HELD

Farmers of Green County are making plans to attend a course for farmers in "Soil and Water Conservation and Use," according to Stanley DeBoe, teacher of vocational agriculture at the Greensburg High School, who will have general supervision of the courses. The courses are authorized by the Greensburg City Board of Education in co-operation with the County Board of Education.

The course outline, to be used by local farm leaders in handling the course, was prepared by a committee consisting of

Are We Forgetting?

THE dislocations brought about by war are many. Some are temporary; others will be permanent. Certain of the temporary type of changes should be made permanent. At least a few of the presumably permanent sort ought to be carefully weighed before deciding to continue the trend when peace finally arrives.

Foremost among the latter is the degree of attention which teachers of vocational agriculture should give to all-day students. Judging from the evidence, high-school classes are occasionally regarded as something like a necessary nuisance in these days of working with Food Production War Training groups, local canning plants, machinery repair shops, and community drives for scrap, Bonds and similar purposes. Admittedly, the war effort comes first but a generation is growing up meanwhile.

The basic philosophy of the Smith-Hughes Act concerned the vocational preparation of rural youth. Vocational agriculture has gained its important place in the educational world by its constructive efforts to train boys for a farming career. In general, rural folks have accepted the teacher of agriculture because he has been a vital factor in the lives of rural high-school students. He is considered a high-school teacher first and is initially employed for that purpose. As such, it would seem his primary responsibility is to the boys enrolled in his all-day classes in agriculture. In the long

(Continued on page 209)

representatives of the Agricultural Adjustment Administration, the Soil Conservation Service, Vocational Education in Agriculture, and Agricultural Extension Service. The course is part of the Food Production War Training program, sponsored by the Vocational Division of the State Department of Education.

Helping the advisory committee make plans for the course to meet the needs of the communities, are AAA County Committeemen Brady Milby, Chairman, C. H. Landis and George Close; Soil Conservation Supervisors L. H. Lobb, Chairman, Henry Salsman, T. E. Bardin, Eugene Shuffett and L. W. Shirley; District Conservationist Oliver C. Allcock, and County Agent John H. Ewing, Jr.

The course is prepared in order that farmers may learn more about conserving soil and water. All farmers in each community are invited to take advantage of the course.

Places, leaders, and dates of meetings are as follows:

Exie, C. H. Landis and L. W. Shirley, Feb. 12-Mar. 1

Donnasburg, Tommie Wright, Feb. 5-23

Liberty School, Luther Atwell, Feb. 12-23, etc.

Rating Farming Programs

B. J. McMAHON, Chief, California State Bureau of Agricultural Education, San Luis Obispo, Calif.

CALIFORNIA is one of the few states—perhaps the only one—which bases part of its reimbursement to departments of vocational agriculture upon the efficiency of the department and the service rendered to the community in which it operates.

In order to arrive at a determination of such efficiency and service, an objective score card has been set up and each department rated by one of the seven regional supervisors. The major divisions scored are: (1) departmental organization, (2) supervised farming, (3) Future Farmer chapter program, (4) adult and out-of-school education program, and (5) summer program.

Both teachers and supervisors needed some guideposts to determine whether a department is good, bad, or indifferent in these various divisions, so a complete set of standards was set up. Under the system in operation this year, a teacher could virtually rate his own department and arrive at the same result that the regional supervisor would reach.

One of the more difficult sets of standards to formulate was that for supervised farming. What constitutes a good farming program, and how can it be measured? After much deliberation, a committee of members of the staff of the State Bureau of Agricultural Education arrived at a set of standards. A maximum of 250 points is allowed for farming programs out of 1,000 points for the total of a department.

The committee agreed that the first measure of a good farming program is, "How many graduates are now farming?" It was estimated that if 80 percent of the former all-day students, not now in the armed services, were in farming or allied agricultural occupations, the department could be considered to have done all it should. Such a percentage would give the maximum of 80 points allowed in this section—in other words, one point for each 1 percent of former students now in agricultural work.

The second measure of a good farming program was considered to be the ratio of students with just single projects to those with complete farming programs—a main enterprise, related enterprises, supplementary farm practices and improvement programs. This may not be considered so important in a state where every farm is diversified and where this is relatively easy to do. In California's one-crop agriculture it is a factor to be encouraged, and is not so easy. One point is given for each 1 percent of students who have complete farming programs, and 50 percent or 50 points is considered to be the standard for the maximum rating.

A third factor is the average investment per student in farming. It is recognized that investment induces responsibility and leads into full-time farming. The average investment in California is fairly high. The score of one point for



B. J. McMahon

each \$5 is so set that an average investment of \$250 per student would bring the maximum of 50 points.

A fourth factor is the number of student hours devoted to supervised farming activity. The student who is interested will spend more time than the one who is merely meeting a requirement. The score of one point for each 20 hours means that an average of 600 hours—less than two hours per day—for all students will bring the maximum of 30 points.

The fifth factor is the only one that is not objective, and that is the farm account books. It is recognized that today's farmer is essentially a rural businessman concerned with taxes, ceiling prices, parity payments, and many other items involving accounts. Complete, neat, accurate records on the part of each boy bring the maximum of 40 points.

In summary, then, this is what the California teacher of vocational agriculture is supposed to have to secure a perfect score on the supervised farming portion of his responsibilities: (1) Have at least 80 percent of his former students (except those in the service) now in farming or allied agricultural occupations; (2) have 50 percent of the present students with complete farming programs; (3) have an average investment of \$250 per student; (4) have an average of 600 pupil labor hours per year; and (5) have every boy with a complete, neat, and accurate set of farm account books.

What would your department score using this "score card"?

Farming Program Score Card	Rating
A. Percent former students now farming or in agricultural occupations. 1 point for each 1 percent
No. ex-students with one or more yrs. of voc. agr.
No. ex-students in agr. occupations.
B. Percent of pupils with complete farming programs. 1 point for each 1 percent
Total enrollment in vocational agriculture
No. pupils with complete farming programs
C. Average investment per student in farming. 1 point for each \$5 invested
D. Average number hours pupil labor on all supervised farming program. 1 point for each 20 hours
E. Student Farm Account Books (40)
Completeness; neatness; accuracy. Based on completed books of the previous year.
Total

Class Builds Terrace

SOIL conservation has been the special project of the class in vocational agriculture in the Stanton, Iowa, high school during the last few months. One of the activities of the class was a demonstration and a plow-built terracing contest on a farm near Stanton.

At the present time the class is studying reorganization of the cropping system, using land survey maps of the areas being studied. The maps are furnished by the soil conservation district.

With their help the students apply crop rotation and soil improvement practices which will help increase the fertility of the soil. Livestock arrangement is also included.

Pasture improvement, liming, fertilization and testing of new varieties of small grain and grasses are on the schedule for trials this spring and summer.

During the demonstration on the farm, the boys built more than half a mile of terrace in five hours. Supervising them were Dale Springer, soil conservationist from the Montgomery County district, and A. M. Kirkeberg, instructor of vocational agriculture.

One group of boys completed 350 feet of terrace in one hour and 35 minutes. All surveying and preliminary study was done by students. Erosion, which was quite apparent on the hill terraced, was brought under control by the terracing project.—H. T. Hall, Supervisor

Are We Forgetting?

(Continued from page 208)

run, the community and its educational authorities still evaluate the teacher's success largely upon his work with high-school boys.

While the demands of activities involving out-of-school groups are pressing, we dare not forget the all-day boy who is the farmer and community leader of tomorrow. As far as humanly possible, as we teach him in the classroom and supervise his farming program, let us "hew to the line" vocationally. After all, we can make our most effective continuous contribution to the future of American agriculture thru the training we give the rural high-school boys of today.—E. B. Knight.

Stanton, Iowa, boys build a terrace under supervision. A. M. Kirkeberg, instructor



WATSON ARMSTRONG

Farmer Classes

W. HOWARD MARTIN

Food Production War Training Program

T. R. LATHROPE, Teacher, Reedsburg, Wisconsin

REINHART Stolte came down a steep winding hill almost every Monday and Thursday nights for two years, to attend the course in farm machinery repair in the farm shop in the Reedsburg High School. Reinhart owned a McCormick-Deering 10-20



T. R. Lathrope

tractor that was not always on the job. The farm shop afforded him an opportunity to overhaul his tractor under the direction of the best mechanic in town. There was no labor charge, and the owner could learn much about the mechanics of the tractor.

Reinhart was only one of many persons enrolled in the three courses in farm machinery repair held last year. Four such courses were recently completed. When the Food Production War Training program was first launched in the nation, the Reedsburg community was not interested in taking advantage of it. As time went on and more teacher-administrator conferences were held in the state, things began to change. The conversion of the industrial arts department into a really good farm shop with a door 9 ft. by 10 ft. and an appropriate ramp was the traditional straw that broke the camel's back. Reedsburg was to have a farm machinery repair course for farm boys, young farmers, and adults.

Publicity Helped

One of the state supervisors assisted in inducing the local board members to approve the program. The responsibility of buying the necessary tools and equipment, securing and training the special teachers, securing at least a minimum enrollment, and supervising the meetings was delegated to the teacher of agriculture. The first step was to talk up the program with the all-day students whose brothers and dads should and probably would be interested in enrolling. The state office had supplied helpful literature that was placed in the hands of the parents of all-day students. The local press was helpful in printing news articles which did much to inform prospective members of the time and place of the meetings and the subjects for discussion.

The use of hand bills was considered, but as interest seemed to increase it did not seem necessary to use them. Letters, newspaper articles, and personal contacts were used to call an organization meeting. Fifteen men were present, several of whom were young men just out of school who had had training in the department of vocational agriculture.

Securing the best instructors we could get naturally was a topic for discussion. Three good machine shops and several good repair shops staffed by good men are located in the community. It seemed that the work would be more successful if the group had their say on the matter, but sometimes groups make poor decisions. Hence, the advice of the supervisor and of key farmers was secured. Most of the men who were enrolling had McCormick-Deering machines, yet they were agreed that two outstanding men in the International shop were the teachers they wanted. One man who was considered for the tractor course was a brother of the manager of the business. There wasn't a question about his knowledge or his ability to show and explain. The other man had been repairing farm machinery for nearly 20 years and was recognized as efficient in his work.

Would the enrollees come twice a week for three hours a night to have these men show them how to repair their machines? "Sure," they said; they would be learning how to do the job and at the same time getting more machines repaired and on the job than could be handled in the repair shops during the day. The two men were employed. We found them very loyal to the idea, partly because of patriotism and partly because they would be building goodwill for their firm, to say nothing of the parts they would sell.

Which Method Is Best?

At our first meeting in the shop the problem of just how these meetings were to be conducted came up. One of the instructors had been to college and felt that we wouldn't really accomplish much from the standpoint of servicing machines in the time allotted. He had had experience with high-school boys. It was his idea that enrollees would take a machine apart and study and explain that one machine. Some of the men felt that he was correct, but one group of young farmers wanted to get the machines repaired and wanted the instructors to show them the best way and to lend their advice on worn parts. The problem was one of service versus education and training.

The discussion carried on, but some of the men started to work on machines they had brought in. It worked out that four to six men interested in one machine gathered around and helped the owner who acted as foreman. These groups developed co-operative spirit, each helping the other. The instructor worked with each group. It was his job to explain and help the men do the various jobs. Jobs that needed special equipment were taken to the instructor's own shop at the close of the meeting and brought back the next night. Enrollees were glad to

pay for that service. In order that the instructors might explain certain points thoroughly to all groups, we held short meetings in my classroom each night before going to the shop. That did not work so well because the mechanics were poor classroom instructors. It was finally decided that they should go right ahead and work, and the instructor called all the groups together to show and explain as often as it seemed necessary. That plan worked very satisfactorily.

I had provided what tools were available, but that was not enough. The instructor brought some tools and the enrollees brought what they had. Later on, more tools were sent to us from a state center where tools not being used were stored. In the nights that followed, we were all surprised at the amount of work accomplished. It began to look like half service and half education and training. It proved out that way. Reinhart Stolte, for example, came almost every night last year, working faithfully on other fellows' tractors with the sole purpose of bringing his own in this fall. He was impatient all last fall to get the work started this year. Reinhart is a middle-aged man, but he has learned considerable and there is more food because his tractor is on the job. Ewald Meyer enrolled this year and repaired a disk and a harrow and some smaller tools. The harrow, a wooden one, was oil coated once and painted twice, but Mr. Meyer worked with each of the other crews and learned how to repair the Farm-all and the Allis Chalmers tractors as well as other machines on the floor.

Overcrowded Shop

Attendance was a unique problem. The enrollee would bring his son and a neighbor. They, too, wanted to enroll. The number went to 20 then 25 and finally to 30 in one course. Too many came, it seemed, for the general good. Six and eight men and boys would stand around a tractor to look on and ask questions. There was hardly room for all to work. Finally enrollment was limited, and the younger boys were asked to stay at home.

Nearly every tractor, mower, or grain binder brought in had to be completely overhauled. This held the total numbers of machines down, but the work was no less effective. In 1942-43 a total of 1,266 man hours was piled up in three courses. In 1943-44 there were 1,296 man hours put in repairing machines. Fifteen tractors, 18 mowers, two grain binders, four corn binders, four disks, two harrows, one side rake, one silo filler, two small engines, one portable power unit, and three corn cultivators were completely overhauled. In addition, two tractors, one mower, and a lime spreader received minor repairs.

Our course in Production, Conservation and Preservation of Foods was started in July 1943 and ran into December. The head of the home economics department acted as instructor for this

The Place of Young Farmer Associations in the Postwar Period

GLENN BRESSLER, Teacher, Hollidaysburg, Pennsylvania

THE secretary's report of the panel discussion which constituted a part of the meetings of the Agricultural Section of the convention of the American Vocational Association, held in Philadelphia. (It is to be understood that the secretary makes no effort in this report to be stenographically correct. The following is merely a transcription of notes made at the meeting and elaborated upon from memory.) The following were members of the panel: Ralph E. Bender, R. B. Dickerson, Frank Maxwell, Mark Nichols, T. B. Poole, Glenn E. Underwood, and Harold Fox.



Glenn Bressler

Young farmer associations have become quite popular during the war period. Groups of young men who are fighting the battle for food on the home front have found certain mutual and vital interests. The problem of becoming established in farming; the problem of obtaining short and long term credit; the problem of meeting wartime short-

ages; and the problem of overcoming an inferiority complex caused by their being soldiers of the soil rather than soldiers on the world battle front, have brought the interests peculiar to these young men to the attention of leaders in the field of vocational education in agriculture.

Classes in farm machinery repair and commodity courses on livestock, livestock products, and special crops are being conducted in the regular program of vocational education in agriculture and emergency training program. The keen interest displayed by young farmers as well as by adult farmers prove that some of the wartime problems are being met, at least in part. In many instances, out of these classes have come organizations consisting of 12 to 30 young men; some just beginning in the occupation of farming, while others are well on the way to being established on their farms. In organizing these groups key young men in the classes were contacted. The matter of broadening the service of local departments of vocational agriculture was discussed with them. With the wholehearted support of these key men, other young farmers were contacted and the possibilities of an organization of young farmers was explained. With the energetic leadership of these young men and the careful guidance of the teacher of agriculture, hundreds of young farmer groups have sprung up thruout the United States.

These organizations help the young farmers in meeting their wartime problems. Thru the personal interest and guidance of local teachers of agriculture and thru free exchange of their own experiences and efforts, these young men are able to locate suitable farms and purchase them at reasonable figures. Instruction is given in the use of long- and short-term credit. Bankers and production credit managers are called in to many classes to give firsthand information.

Wartime shortages of farm machinery and labor receive greatest emphasis in the systematic instruction phase of these young farmer associations. Intensive courses meeting two and three nights each week over periods of from 10 to 20 weeks give the young farmers opportunity to overhaul secondhand machinery at a time when new machinery cannot be obtained. Mechanical skills are developed, a sense of pride is fostered, and a deeper respect for the care and operation of machinery is evident. Labor shortages are overcome by constructing laborsaving devices and by learning more economical methods of land use.

Meeting as a group gives our young farmers opportunities to express themselves thru responsibilities of active leadership and a sense of pride in belonging to an organization with prestige in the community, and forestalls an inclination toward any inferiority complex among the young men of draft age. At regular monthly or bimonthly meetings problems of marriage, morals, and citizenship are discussed. On many occasions meetings are held in co-operation with the home economics group which consists of out-of-school girls. A frank ex-

change of ideas results in a broader point of view and a more sensible adjustment to problems faced by young people.

The community as well as the individual benefits from these organizations. These benefits might be briefly outlined as follows: (1) building community pride; (2) improving community citizenship; (3) developing community leadership; (4) aiding in keeping intelligent young men on farms instead of letting them drift into industry for higher wages, and (5) providing recreational center for young people.

The fact that these young farmer associations have met with so much favor during the war period is enough reason to believe that they can continue fulfilling the needs of our young farm people after the war. Not only will some of the wartime problems be with us for some time, but new problems are arising every day. These problems can best be met thru an organization of this type rather than by working thru the individual himself. Returning veterans will be anxious to have information relative to what the G. I. Bill offers them.

Key young farmers belonging to this organization have served in an advisory capacity to returning veterans, especially concerning the problem of borrowing money to purchase farms and the kind of farm to buy. As the war comes to a close, they will be able to serve an increasing number of these veterans by providing information about farms available for sale and their worth as investments for veterans. It will give the young men on farms an opportunity to help the veterans, thereby establishing a more friendly attitude between them. The fact that the organization is a "going organization" will help the veterans to adjust themselves more easily to civilian living. Recreational activities such as folk and square dances, group singing and dramatics will tend to create a friendly atmosphere and help to break down timidity and sensitiveness.

New types of farm machines will become popular after the war. Farmers will need to learn how to care for and operate them properly. More emphasis needs to be given to co-operation in buying and selling as the demand for farm products decreases.

These are only a few of the more important problems to which young farmer associations will give attention now and after the war. Local teachers of agriculture are in an excellent position to provide the initial leadership for organizing these groups. The primary aim, however, must be to make the young farmers responsible for their own association—planning systematic instruction, obtaining speakers, organizing community activities and providing recreational activities. There was general agreement that the young farmer association must become a definite part of the program in vocational agriculture in the rural communities of our country and time adjustments for the all-day program must be made.

These are a few of the points emphasized in our panel discussion on this topic at the convention of the American Vocational Association. No attempt has been made to record the more detailed examples and discussion. It is hoped that a stimulus has been given to thinking and planning concerning this important phase of our work.

work. In her absence during July and August, the wife of the teacher of agriculture took charge of the work. There was a shortage of equipment. However, after much driving and writing, our local ration board allotted two pressure cookers, and the residents of Reedsburg loaned cookers and equipment on days when it was needed at the center. Thirty-five ladies enrolled in this work and canned a total of 4,000 pints of food from home and Victory gardens.

Planning for Next Year

The coming summer will be spent in recruiting prospective enrollees for next winter. A survey will make it possible to group men according to the machines they wish to repair. By taking all of those with the same make of machine in the shop at one time we make the instructor's problem easier. Experience has proved that he has difficulty assisting more than two groups. In the past, machines have been taken as they came and when the instructor saw an opportunity to explain a certain job he called the group together for a few minutes and explained the adjustment or the worn part. He could do this more effectively if all the groups were working on one type of machine.

The selection of a good instructor is most important. There is no enrollment problem if enrollees feel that the instructor knows his business. Conducting this course in the school shop strengthens the school in the community. Supervising this work closely affords the teacher of agriculture many useful contacts. Many asked for help on approved farm practices. The farm machinery repair course convincingly proved the value of a well-equipped shop to a rural community.

Farm Mechanics

R. W. CLINE

This Farm Machinery Co-operative Really Works

J. S. JOHNSON, Director of Agriculture, Fortuna High School, Fortuna, California

MEMBERS of the Fortuna Future Farmer chapter in Humboldt County, California, not only have purchased several thousand dollars worth of farming equipment in the name of their chapter but keep this equipment and other machinery owned by the school in good working condition at all times.

The farm implements and equipment provided for the use of the F.F.A. boys includes a large tractor, a two-bottom disk, heavy spring-tooth harrow, cultipacker, spike-tooth harrow, mower, cultivator, potato sprayer, potato sorter, farm implement trailer, shearing machine, portable sheep-dipping vat, incubator, two brooders, a school bus, and a one-half ton truck. The Future Farmers co-operatively own the tractor, potato planter, potato digger, mower, and all the tillage implements. The sprayer is the joint property of four F.F.A. chapters in Humboldt County. The potato sorter, machinery trailer and sheep-dipping vat were constructed in the farm mechanics shop with funds from several sources, and the bus and truck belong to the school district but are set aside mainly for F.F.A. use.

Service to Small Farms

There is a sound reason for this kind of a co-operative. Humboldt County is still largely forested; the only remaining stand of giant redwood still available for milling anywhere in the world is in this county. Many families live on small farm tracts while the men work full time or part time in lumber mills. It is not economically profitable for each small farm to have a complete set of farming implements.

Here the machinery owned co-operatively by the Future Farmers meets a real need. A fixed price is charged for the use of each piece of equipment, such as \$1.25 per hour for the tractor, 50 cents an acre for the tandem disk, 15 cents per acre for the cultipacker, \$4.00 per acre for the potato digger, and 5 cents per head of sheep for the use of the shearing machine.

Training Program for Boys

The equipment is controlled by the farm machinery committee of the Future Farmer chapter with the adviser as a member. This committee has five objectives: To check over all machinery regularly after it has been used and overhaul it if necessary; to see that the machinery is properly lubricated; to see that the tractor is driven at proper speeds; to see that the costs for rental are in relation to the cost of repairs, supplies and depreciation; and, finally, to see that Future Farmers get the use of the machinery in

their proper turn.

Boys are encouraged to use the equipment for obvious reasons. Freshmen are started right in learning to drive the tractor under the supervision of an older chapter member who often rides behind the "green hand" giving him advice. They learn the proper connections for all tractor-drawn equipment, how to adjust the mower, how deep to set the potato planter, and other skills. Older members are encouraged to buy their own equipment as soon as project and home needs make such an investment practical.

Experience has shown that boys who know how to operate the equipment make the best repairmen. Boys have done many jobs on the tractor, including installing new sleeves, pistons, bearings, rings, water pumps, steering worm and sector, kingpins, transmission sliding gear, main drive pinion, and shifting forks. Blades and cutters for the shearing machine are sharpened on the grinding disks. The portable sheep-dipping vat must be calked each fall.

Group ownership of most of this equipment gives the Future Farmers a pride in their investment. They are much more careful about the equipment and concerned about wear and breakage than if it were just loaned or rented to them. This sense of pride carries over to later individual ownership.

Co-operative Projects Popular

Fortuna has a school farm of considerable scope and has operated group projects for many years. These have included the growing of certified potato seed. In the early thirties, the Fortuna Future Farmers were growing two-thirds of all certified potato seed produced in the state. These group projects provide excellent opportunities for training entire classes in the use of farm equipment.

The sheep-dipping vat is operated as a co-operative enterprise. It is taken to F.F.A. sheep projects and to farms. A crew is necessary to operate the unit. The shearing machine is a single unit. Usually the instructor and F.F.A. project owner or two Future Farmers take turns shearing or tagging, and operating the machine. The incubator and brooders on the school grounds are usually operated by an F.F.A. member who has a poultry project. The portable potato grader may be operated by a class in the potato cellar on the school grounds or by a boy on his home farm.

A chapter with assets of several thousand dollars is a going concern. To the people of the Fortuna district, a future without a Future Farmer chapter would be unthinkable. The farm machinery co-operative is an important link in developing farmers and good citizens.

Courses in Conservation

E. W. EVERETT, Supervisor,
San Jose, California

CCOURSE No. 22, "Soil and Water Conservation and Use," was one of the last courses made permissive to offer under the Food Production War Training program. The first of such courses offered in California was at Willits, about 120 miles north of San Francisco. Evan Jones, formerly a teacher of vocational agriculture and at the present time District Conservationist for the Soil Conservation Service, was the instructor.

The Willits district is a mountainous area, dependent largely on livestock, sheep production, and lumbering for its existence.

The conservation course consisted of eight three-hour meetings extending over a period of four weeks. There was a total of 86 different individuals enrolled, with an average nightly attendance of 23.

The meetings were held on Tuesday and Friday of each week, starting at 8:00 p.m. and closing at 11:00 p.m. In general the meetings followed the pattern given below:

1. The first hour was utilized by the instructor in explaining and describing the practices scheduled for that evening's discussion.

2. The second hour was used to show pictures or slides on that topic.

3. The third hour was open for general discussion and application of the general topic to the Willits area.

During the first meeting, the general history and objectives of the soil conservation movement in the United States were taken up. The next four meetings were devoted to range conservation—most important topic in the county. Of the 17 topics during these four meetings, typical were rotation grazing and limited grazing, range seeding, controlled burning, and identification of forage species brought in by class members.

The sixth meeting was devoted to irrigated and nonirrigated pasture, the seventh to winter cover crops for soil protection and improvement, and the eighth and best-attended to soil conservation districts in California.

When it is considered that the Willits area is a rather sparsely settled area, maintaining a rural high school of only 250 students, and that the distance between farms is considerable, the average enrollment of 23 individuals shows that the course was well received and that interest was developed and maintained.

Following this course, a second evening school on much the same lines was offered at Laytonville, 23 miles north of Willits, where 31 individuals enrolled, with an average attendance of 16.

The results of these courses indicate that where soil or water conservation is an important topic successful adult courses may be developed in this field.

A Streamlined Adult Class

M. O. BOHLEN, Teacher, Bethany, Illinois

ON LOOKING over the last year's enrollment in our adult-farmer classes at Bethany Township High School, it was seen that there was a number of young married couples between the ages of 20 and 35 who had never been in the adult class at all. After some investigation it developed that this group of young people was seen at various gatherings more often than at affairs for young men or for young women meeting separately.



M. O. Bohlen

Thus, it was decided to try to get them together in a mixed group. Ten couples were invited to the first meeting which was held early in January, 1944. Eight couples were present. The teachers of agriculture and of home economics presented the program for the year and told the young people what might be made available to them if they were interested.

After this discussion, the group decided that much could be gained from meeting once a month to discuss their problems in agriculture and in home economics.

All thought it best to meet as a mixed group as the interest in farming and homemaking should be mutual to husbands and wives. The group decided on a no-refreshment policy, but wanted a recreation period after each meeting. A committee volunteered to be responsible for recreation activities and the discussion for the next meeting. The group decided that they should select or have volunteers for topics and recreation from one meeting to another until the group became fairly stable. Recreation consisted of table tennis, volleyball, badminton, pinochle, and caroms.

After the first meeting the group was convinced that they wanted recreation of this type after every meeting. This problem was easily solved. During the summer months softball became the form of recreation.

The group decided that the discussion should be limited to one hour and that the recreation should be limited to an hour so that they might have a balanced program. The meetings are held on the third Monday of each month all thru the year, rather than for only a few weeks during the winter and having to reorganize the following year. Since organizing, only one meeting has been called off and that was in October when all were busy in the harvest. Plans are now under way to make up this meeting.

Objectives as set up by the group are:

1. To become better acquainted
2. To bring home and farm problems before both men and women
3. To find new and better ways of solving home and farm problems thru discussion
4. To relax from work and worry thru recreation
5. To make the homes and the farms better places to live.

The objectives are simple, but to this group they are important.

At each meeting one couple leads the

discussion of a topic. As an example of combination topics, we have had a demonstration of first-aid by a man and his wife and of upholstery by another couple. Discussion on single topics might include such things as care of flowering bulbs, timing a magneto, or care of the sewing machine and simple electrical-repair problems.

At the last meeting of the year, a potluck family supper was held at one of the parks and officers were elected for the year ahead. Altho the meetings originally started in January, the year now ends in August, since it seemed last August that the group was stable enough to elect officers and plan the program for the year to follow.

The offices to be filled each year are cochairmen, secretary, and reporter. The teacher of agriculture and the teacher of home economics serve as cochairmen. The secretary appoints an advisory group to help work out program topics which is done at a special meeting called by the secretary.

At the organization meeting last August, the group decided that a stimulus was needed for increasing the attendance and some form of recognition for those who are faithful participants.

The couples enrolled were divided into two sides, chosen by two captains, and a point system was established as follows:

One point credit given the side for each member attending

Five points given the side for each guest present

The losing side must act as host at the potluck picnic to be held in the park.

The requirements for earning a diploma are as follows:

1. Be present at 10 meetings out of 12
2. Be responsible for leading one discussion or see that someone outside of the group leads one discussion.

At the end of the year the school board presents diplomas to those who qualify.

For the information of those who are interested in conducting a meeting of this type, it might be well to go thru a typical meeting with you.

The teacher of agriculture or the teacher of home economics, who alternate as chairman, calls the group to order and calls for the reading of the minutes. This is a record of the business and the discussion which took place at the last meeting. Several orders of business are brought up on such things as topics for the next meeting and ideas on how to get new members.

At about 8:15 the topic for the evening is announced, and the couple assigned conducts a discussion for one hour. For example, they bring out the reasons for first aid—first aid being the topic—the precautions to be used, and things to be done in an emergency. Then the last half of the period is spent in answering questions, pointing out pressure points, and demonstrating bandaging and artificial respiration.

After the discussion period, the meeting is adjourned for recreation. The two sides chosen to get new members are generally on opposite sides in the active recreation, such as volleyball. This also adds interest to the recreation. Those who prefer nonactive recreation play

cards or caroms on the gym stage. After one hour of recreation, the meeting is adjourned until the next month.

This organization of young farm people has proved helpful to the teachers of agriculture and of home economics. Our new teacher of home economics has found that the organization makes an easy and effective way of getting acquainted in the community and is an easy way to conduct a program of education for young people.

In organizing this type of instruction it is important to select a small, live-wire group in the beginning and let them do the program building and be responsible for getting the attendance. The most encouraging part of working with this group is their faithfulness in attendance. Twenty couples are now enrolled and the average attendance is 11 couples. Two couples have never missed a meeting.

A girl was secured to come to the school to take care of the youngsters at meeting time. This was helpful to some who would be unable to come otherwise.

To get the full meaning, appreciation, and satisfaction of meeting with such a group, one must have had the experience of sharing their enthusiasm and their eagerness to work and plan.

A Charter of Education for Rural Children

Presented by the First White House Conference on Rural Education

1. Every rural child has the right to a satisfactory, modern, elementary education.

2. Every rural child has the right to a satisfactory, modern, secondary education.

3. Every rural child has the right to an educational program that bridges the gap between home and school, and between school and adult life.

4. Every rural child has the right thru his school to health services, educational and vocational guidance, library facilities, recreational activities, and, where needed, school lunches and pupil transportation facilities at public expense.

5. Every rural child has the right to teachers, supervisors, and administrators who know rural life and who are educated to deal effectively with the problems peculiar to rural schools.

6. Every rural child has the right to educational service and guidance during the entire year and full-time attendance in a school that is open for not less than nine months in each year for at least 12 years.

7. Every rural child has the right to attend school in a satisfactory, modern building.

8. Every rural child has the right thru the school to participate in community life and culture.

9. Every rural child has the right to a local school system sufficiently strong to provide all the services required for a modern education.

10. Every rural child has the right to have the tax resources of his community, state, and nation used to guarantee him an American standard of educational opportunity.

These Are the Rights of the Rural Child Because They Are the Rights of Every Child Regardless of Race, or Color, or Situation, Wherever He May Live Under the United States Flag.

Studies and Investigations

E. B. KNIGHT

Selection Is Important

HUGH BARTLEY, Former Teacher, Mason, Michigan

WHAT results may be expected in a community in which vocational agriculture has been taught for 20 years?

The first 20 years of a department may not indicate what will happen in the following 20 years since methods of selection and training of students and their placement and establishment in farming have improved greatly since the beginning of vocational agriculture in Michigan. A study of the graduates, however, not only may help to answer the question but also may help to substantiate some of the present-day practices.

Such a study has been completed of the former pupils of vocational agriculture in the high school at Mason, Michigan, from 1920 to 1939.* This study involves 208 boys who were enrolled at one time or another during this period.

The Findings

The percentage of pupils enrolled in vocational agriculture who were farm-reared increased from 77.1 percent for the period 1920-28 to 86.4 percent in the succeeding period 1930-39. This indicates a trend toward better selection of pupils studying agriculture.

These former students were also classified as to the relationship between their farm or nonfarm rearing and the number of years they took vocational agriculture. This type of information will be found in Table I.

TABLE I. Relationship Between Years of Vocational Agriculture and Place Students Were Reared

Place reared	Years of Agriculture		
	One	Two	Three
Farm-reared	15.1%	32.6%	52.3%
Nonfarm reared	58.3	30.6	11.1

Farm-reared pupils, as a group, studied vocational agriculture for two or more years while the majority of nonfarm students enrolled in agriculture classes for only one year.

The percentage of those farming for at least a short time after leaving school was 71.5 for the farm group, and 11.1 for the nonfarm group. Not one of the nonfarm group became regularly established in farming. This seems to indicate that the study of agriculture cannot be regarded as vocational for the nonfarm pupils. Of the vocationally-trained farm boys, 41.3 percent became established in farming, 12.1 percent went into related

work, and an additional 14.5 percent indicated they intended to farm when financially able. The percentage of farm-reared and vocationally-trained young men who have become established in farming as revealed by this and other studies is quite variable. To what extent this variability is related to differences between areas surveyed and to what extent it is occasioned by differences in survey methods, is an unanswered question.

It was found that young men from classes in vocational agriculture became established in farming in a variety of ways. A large percentage lived at home and received an allowance, wages, or income from one or more enterprises. About one-third augmented their cash incomes by working away from home on neighboring farms or, when old enough, in industry. As time passed on, those remaining at home were taken into partnership and finally became owners and operators of the home farm or of nearby farms which had been rented or purchased with assistance from home.

One of the most significant findings of the study is that the young men who went into farming tended to stay in their home communities, only 5.6 percent moving more than 25 miles from Mason. Those going into other occupations went farther afield. Those migrating more than 25 miles constituted 24.8 percent. This supports the idea that subject matter taught in agriculture should relate to the home farm and the type of farming found in the community.

Some Key Factors

Former students of vocational agriculture who are farming now on the average: (a) came from larger and more productive farms; (b) had fewer brothers and sisters; (c) had more cases of the father deceased; (d) were better adapted to farming by physical condition or mental set; (e) enjoyed a better parental working relationship; (f) belonged to families which enjoyed greater prosperity on the farm, and (g) were more likely to have married a farm girl with a preference for farm life as compared with those who went into other occupations. The last item (g) was found to be exceedingly important.

Inquiry was made as to the occupational choice and job satisfaction of both groups. It revealed that the farming group is relatively more stable than the nonfarming group. For the most part, the farmers are doing what they wanted and still want to do. In contrast, many of those in other occupations stated that they took whatever job seemed best at the time. Those farming seemed, on the average, better satisfied with their occupational progress and living conditions than did the nonfarmers.

A Bit of History

MANY of our older leaders might be interested in the record of the American Vocational Association and its predecessors including only the names of the organizations, the convention cities, and the A.V.A. presidents. They follow.

National Society for the Promotion of Industrial Education

1906—New York City
1907—Chicago
1908—Atlanta
1909—Milwaukee
1910—Boston
1911—Cincinnati
1912—Philadelphia
1913—Grand Rapids
1914—Richmond, Virginia
1915—(War—No convention)
1916—Minneapolis
1917—Indianapolis
1918—Philadelphia

National Society for Vocational Education

1919—St. Louis
1920—Chicago
1921—Atlantic City
1922—Detroit
1922—Kansas City
1923—Buffalo
1924—Indianapolis
1925—Cleveland

Vocational Education Association of the Middle West

1915—Chicago
1916—Chicago
1917—Chicago
1918—Chicago
1919—Chicago
1920—Chicago
1921—Minneapolis
1922—Milwaukee
1922—Detroit
1924—St. Louis
1925—Chicago
1926—Des Moines

American Vocational Association, Inc.

1926—Louisville	President
1927—Los Angeles	Lee
1928—Philadelphia	Lee
1929—New Orleans	Cooley
1930—Milwaukee	Cooley
1931—New York City	Chapman
1932—Kansas City	Miller
1933—Detroit	O'Leary
1934—Pittsburgh	Fife
1935—Chicago	Fife
1936—San Antonio	Hambrick
1937—Baltimore	Hambrick
1938—St. Louis	Getman
1939—Grand Rapids	Quigley
1940—San Francisco	Woods
1941—Boston	Small
1942—Toledo	Humpherys
1943—Chicago	Seidel
1944—Philadelphia	Smith
	McCarthy

* Hugh Bartley, *A Follow-Up Study of Pupils Enrolled in Vocational Agriculture in the High School at Mason, Michigan, 1920-1939*. Master Thesis, Michigan State College, 1942.

An Alternative

IN AN article in the March issue dealing with farming opportunities for young farmers, Doctor Lathrop presented "A Simple Plan for Discovering Opportunities in Farming," using three forms. As I understand it, these forms are to be provided in quantity by the teacher and filled out by him "assisted by a committee of farmers." Some of the forms are to be rechecked each year. One form, Form A, is to be filled out annually for 10 years "for every farm in the patronage area which can possibly afford an opportunity now or in the future." When a farm becomes for sale or for rent, then a second form, Form B, is to be filled out, using the productive-man-work-unit table. Also a portion of Form C is to be filled out depending upon whether the farm is for sale or for rent. It is difficult to determine accurately just how many items of data the teacher would have to supply if these directions were carried out. My estimate for a five-year period is an average of about 500 items.

Opposed to this proposal I submit the following alternative. I would ask the teacher to prepare a form letter announcing his interest in learning of any and all farms which will be for rent or for sale before the beginning of the next crop year, and ask that he be informed by any one knowing of such a farm. The preparation of this letter would take perhaps 30 minutes once a year. The Commercial Department could type the letter and mail it to the bankers, real estate dealers, Grange, and Farm Bureau leaders, and others as listed by the teacher. When a farm is for rent, information would be secured dealing not with 500 items but with five items—the name of the farm owner, his address, the size of the farm, its location, and the prevailing type of farming such as a dairy farm, a general farm, a crop farm, and so forth. At the regular meetings of the young farmers this announcement, of course, would be made as frequently as necessary, but at no cost of effort. When a teacher learns that a farm is for rent or for sale, he sizes up his young farmers who are looking for an opportunity and elects the two or three whom he thinks would be most interested in a farm of this particular type, a dairy farm for example. This takes little time and no effort.

At the next meeting of the Y.F.A., he calls these young men to him, gives them the information, and suggests that they go see the owner and examine the farm carefully, giving consideration in particular "to those factors which we discussed in our short course should be considered in renting or buying a farm." The teacher might even suggest that each young man take along his girl friend (or his wife) since she would be an interested partner in the choice. If the deal is made, there is one less name on the list of young men to be established or improved in farming. If it is not, look further among the available men to see if you have others who might be interested. If none is found, notify a neighboring teacher.

All this constitutes my alternative—an alternative which teachers already loaded down with duties beyond their time and endurance to perform may carry out with a minimum of time and labor. Why fill out three forms of some 500 items over the years when five items per farm will do the task?—W.F.S.

Book Reviews

Permanent Learning, A Study in Educational Techniques, by W. H. Lancelot, 221 pages, published by John Wiley & Sons, list price \$2.25. This book is designed to produce teachers who are concerned with making knowledge function in the lives of their pupils—teachers whose eyes are fixed upon knowledge in action, which is life. It is unique in its insistence upon teaching for permanent outcomes, in the methods which it proposes for realizing such outcomes, in its constant emphasis upon learning by thinking, and in its demands that the thought which attends learning shall be so guided as to lead to the formation of right habits of thinking by the pupils. The proposed techniques are so broad and so general in character that they cannot possibly be mechanized. While each indicates definitely the direction which the teacher's action should take, it leaves him unlimited opportunity for original planning and creative effort. This publication will prove of value to both experienced and beginning teachers who are interested in improving their teaching.

Curriculum in Vocational Agriculture for Nebraska High Schools—a 44 page paper-backed publication prepared for the Nebraska Vocational Agriculture Association by the state supervisory staff in agriculture in co-operation with the teacher-training department in agriculture, available thru The Marshall Press, 1024 M Street, Lincoln, Nebraska, at 50 cents per copy. Quantity prices will be quoted upon request. This publication suggests areas of instruction in agriculture, with time emphasis, for each of the four years of vocational agriculture, and suggests areas of instruction, with time emphasis, for each of the four years in farm mechanics. Modified outlines for instruction in both agriculture and farm mechanics are set forth for high schools offering only three years of vocational agriculture. The areas suggested in the agricultural outlines include the major facts to be considered together with an action program. The study units are not calendared. The suggested outlines are concisely written and should prove helpful to all teachers of vocational agriculture in the Great Plains area.

Teachers of vocational agriculture in other regions of the United States will find this publication of value in checking the important factors listed under such headings as Farm Safety, Farmstead Beautification, Farm Taxation, Farm Insurance, Farm Credit, and Rural Living, all of which have universal application. This publication will prove of interest and value to all teachers of vocational agriculture, but will appeal most to those who use the vertical plan of organizing subject matter. Beginning teachers in the field of vocational agriculture will find this publication especially helpful, regardless of whether the vertical or the horizontal plan of organizing subject matter is used.



A. P. Davidson

Our Leadership

J. B. PERKY is state Director of Vocational Education in Oklahoma, likewise state supervisor. Mr. Perky is a graduate of the University of Wisconsin. He taught vocational agriculture two years in an Oklahoma high school and three years at the Panhandle A. & M. College. In 1928 he became supervisor of the Western Oklahoma District, and in 1930 state supervisor.



J. B. Perky

HARRY E. NESMAN is claimed by Michigan as its state supervisor. Mr. Nesman graduated from Michigan State College and received his Master's Degree from the University of Michigan. For five years he taught vocational agriculture and for six years was a superintendent of schools after which he was employed in the State Department of Education as Director of School Board Counselling. He has served as state supervisor for seven years.



Harry E. Nesman

J. B. RUTLAND is a veteran among the many supervisors in Texas. After graduating from Alabama Polytechnic Institute in 1910, he was Professor of Agronomy in the University of Florida. He taught vocational agriculture in the secondary schools of Louisiana, Texas, and Alabama from 1912 until 1920. He has been state supervisor in Texas since 1920. He received his Master's Degree from Cornell University in 1928. He is also the state adviser of the Future Farmers of Texas.



J. B. Rutland

Supervised Farming in Vocational Agriculture by G. P. Deyoe, 502 pages, Interstate Printing Company, Danville, Illinois, \$3.00, is reviewed in a recent number of the American Library Association and the N.E.A. in these terms: "Detailed, realistic treatment of procedures for conducting activities in supervised farm practice." Since only 37 titles are considered by the Library Association in their monthly review, this recognition of Doctor Deyoe's book indicates its merit in the educational field. It was also listed among the 60 educational books of 1943. Congratulations to our co-worker.

Future Farmers of America

A. W. TENNEY

F.F.A. Chapter Scrapbook

J. R. ALEXANDER, Teacher,
Charleston, Tennessee

FOUR years ago the Charleston F.F.A. chapter recognized the need for pictures showing the activities of their department. A "PD16" camera was purchased and the adviser entrusted with the responsibility of taking and making pictures featuring farming programs, field trips, shop projects, and other phases of our local program.

By the end of the first year a rather large number of good pictures had been finished. We found it hard to keep these photos together until the idea of a chapter scrapbook was adopted at one of the chapter meetings. Since we planned to carry on this project from year to year, it was decided that the official F.F.A. scrapbook would solve our problem. This book contains 100 blank pages, 13 by 18 inches in size. In it we have fastened pictures by means of mounting corners. A chapter committee keeps the book up to date.

There is an art in taking good pictures. Since we were amateur photographers, it took us some time to learn that a motionless camera and a good background contribute much to the quality of the pictures. However, with more experience we have produced better prints.

In addition to mounting camera pictures, we found another important use for our chapter scrapbook. It provides a place to file newspaper clippings regarding chapter activities, evening school accomplishments, and such affairs. Starting this year, a section is devoted to pictures of chapter members now serving in the armed forces. Photos received from these former students are framed for a time and pasted on the bulletin board so that all coming into our classroom can see them. Later these pictures are transferred to the scrapbook. Then, too, in the back of our scrapbook we keep a list of the associate members of our chapter. Another page is set aside for the names of our honorary members.

We feel that any chapter would do well to maintain such a worthwhile record of its activities and those of its members. Our visitors greatly enjoy looking over our scrapbook. Parents also take lots of pleasure in viewing pictures of their son's brood sow, tobacco crop, or poultry flock. We plan to continue our scrapbook practices as we believe the book will have increasing value as the years go by.

The State Farmer degree earnings were raised from \$200 to \$250; the scholarship requirement for the American Farmer degree was lowered from "upper third" to "upper 40 percent" of the candidates class; and all degree emblems to be surmounted by the American eagle, were important constitutional changes effected at the Tenth National Convention, 1937.

Servicemen's Letter

THE best letter to servicemen to come to the Editor's desk is from the Shawnee Mission Chapter, Merriam, Kansas. The adviser is H. D. Garver. After three long pages of single spaced news, Mr. Garver concludes with this paragraph:

"Before I really close, just let me say a few words strictly my own, and when I say 'I', it isn't necessary to tell you that it is Mrs. Garver and I. It has always been that way. Some of you naturally are concerned about the strikes and certain indifferences to the war effort. Well, I am just about as disgusted as any of you at some of my fellow beings (I cannot wholeheartedly say "fellow Americans") and the way they act. But please believe me when I say their number is relatively few. Somehow they remind me of the

driftwood, scum, and other dead material that floats down on a flooded river. As long as the flood is rising, this scum is out in the middle of the stream and attracts quite a lot of attention. In normal times it lies along the banks of streams, partly embedded in mud, partly sticking out, but always dead and useless. Yet, under flooded conditions, it can jam under a bridge and cause damage unless removed. After the flood this driftwood disappears—a little farther down the stream and is again half imbedded in muddy banks, but always useless and seldom dangerous. Some of these people with more money than they ever saw before in their lives, who try to lap up all the beer in every beer joint they pass and otherwise make fools of themselves, are a lot like the driftwood mentioned above. Comparatively speaking, they are few

(Continued on page 217)

John Boren, Belton, Texas, Future Farmer and his registered Jersey cow bought at auction from the Hodgkin Dairy Farms in Fort Worth. John is one of the charter members of the Belton Future Farmer Dairy Improvement Association as a result of this purchase. He now owns a good foundation herd



Iowa Falls Duroc Breeders Association

(Subsidiary of Scenic City Future Farmer Chapter)

Summary of activities for the year Oct. 15, 1943 to Oct. 15, 1944

Nature of Organization

1. Forty-six F.F.A. members enrolled in day and part-time classwork in the Iowa Falls Department of Vocational Agriculture.
2. The Duroc Breeders Association is organized as a subsidiary of the local Future Farmer Chapter.

Accomplishments

1. One hundred ninety-two litters of purebred Durocs were raised by association members — 1,276 pigs weaned.
2. Weaning weights and litter records were kept on all 192 litters.
3. Seven herd sires were purchased and used co-operatively by members.
4. A total of \$3,060 is now invested in seven herd sires. Members purchased shares in sires at \$12 per share.
5. Committees representing the association toured Iowa, Illinois, Minnesota, and South Dakota seeking desirable herd material, traveling 2,300 miles.
6. Herd sires now owned:

Victory Orion Lad—the Iowa Grand Champion boar in 1944; Reserve Champion Junior Yearling, 1944; National Duroc Congress.

Low Master—Second prize senior yearling boar at the 1944 Iowa State Show.

Lo-Boy—Champion Boar at 1943 Algona Fair and First Junior Yearling Boar at the 1944 Austin, Minnesota, Fair.

Invincible Model—Top pig from Kehl herd of Stockton, Illinois. Sire a brother to 1944 Illinois Junior Champion.

Market Maker—Best pig from Urban herd in Illinois, sired by 1944 Illinois Grand Champion, Market Topper.

Profit Maker—Sired by the 1944 Minnesota Grand Champion Boar, "The Profit"; from the Wiltse herd in Minnesota.

Royal King—Top pig from Juhl herd in Minnesota.

7. Co-operative purchase and mixing of feeds.
 - a. Association owns a share in the local co-operative elevator.
 - b. A total of 41,500 lbs. of feed materials were purchased and mixed co-operatively to make up ad 35 percent protein-mineral supplement.
 - c. The patronage dividend to the association on last year's business with the co-operative elevator was \$138.
8. Show herds were exhibited by the association at the 1944 National Duroc Congress held at Austin, Minnesota and at the 1944 Iowa State Show.

Winings at The National Congress:

- a. Grand Champion Senior boar on Perfection, owned in partnership with Baldus Bros. of Story City, Iowa. Sold for \$600.
- b. Reserve Champion Junior Yearling boar on Victory Orion Lad.

- c. Fifth Junior boar on pig shown by Dale Modlin; sold for \$250.
- d. Third Group on Senior Sow shown by Delmar Risse. Sold to the University of Minnesota for \$300.

- e. Twenty-five association members participated in the Junior Judging Contest held in connection with the National Congress. Bob Yaw of Iowa Falls scored second and Millard Rommel placed seventh in national competition.

Winings at the Iowa State Show:

- a. First Junior Yearling, Senior and Grand Champion boar on Victory Orion Lad.
- b. Second Senior Yearling boar on Low Master.
- c. First in class for three best boars.
- d. Second in class for three best sows.
- e. Second in lightweight pen of barrows.
- f. Fifth and sixth prizes on Junior boars.
- g. Fourth on get of sire.
- h. Fifth on young herd.
- i. Fifth on senior sow.
- j. Fifth on Junior Yearling sow.

9. A total of 237 purebred Durocs were sold in five co-operative sales for a total of \$26,281, or an average of \$110.90 per head.

- a. Boar and Gilt Sale—November 13, 1943.

56 head sold for a total of \$3,837.50.

- b. Bred Sow Sale—February 2, 1944.

51 head sold for a total of \$7,344.

- c. Bred Sow Sale—February 24, 1944.

33 head sold for a total of \$3,080.

- d. Bred Sow Sale—August 21, 1944.

40 head sold for a total of \$4,732.

- e. Boar and Gilt Sale—October 6, 1944.

57 head sold for a total of \$7,287.50.

- f. Durocs were sold to buyers from Iowa, Ohio, Minnesota, Wisconsin, Michigan, Illinois, Missouri, Louisiana, Oklahoma, and North Dakota.—C. E. Bundy

Servicemen's Letter

(Continued from page 216)

in number but just now they are attracting a lot of attention. They are far outnumbered by the decent people who stay on jobs, wisely use their money, and otherwise are good Americans, just as is the driftwood outnumbered by the live trees firmly rooted along the banks of a flooded stream. What I am trying to say is that you are fighting for the finest country in the world, and for the best way of life ever enjoyed by any people. Sometime we'll again buy new tires or new cars, buy all the gas we want and go any place we please. Your kids will grow up in the kind of homes and communities you grew up in, only better. They'll train themselves for any job of their fancy in any school they choose."

The official F.F.A. secretary's book became available in 1936, and the official F.F.A. treasurer's book was made available in 1937.

JUDSON A. GUITTEAU, State Supervisor in Washington, died in Vancouver January 24.

His accidental death was due to gas escaping from a heater in his hotel room. His wife is Anna M. Guitteau; their children, Marian and Robert. Mr. Guitteau, a graduate of his College of Agriculture in 1915, was a dairy farmer and a teacher of agriculture before becoming state supervisor in 1920. For two years he has been a vice-president of the A.V.A. and a member of the Advisory Council of the F.F.A. Courageous, energetic, he was a firm believer in vocational education. Our Association will miss his services.



Enthusiastically Endorse F.F.A. Foundation

W. T. Spanton, Chief, Agricultural Education Service, Washington, D. C.

BUSINESS and industry are now recognizing more than ever before that their success and prosperity cannot continue indefinitely without a successful and prosperous agriculture. Consequently, any assistance they can render to the further development of better trained, more intelligent and proficient farmers and farm leaders is simply sound business practice for them.

The Future Farmers of America Foundation, Incorporated, has been organized in order to provide opportunity for corporations and business concerns interested in helping farm boys who have received systematic and practical instruction in vocational agriculture in the public schools to become established in farming.

All contributions to the Foundation are to be made without any reservations, limitations, or restrictions by the donors and donors will not be identified with any specific Foundation prizes, awards, or activities. Such a plan should result in a better balanced training program in vocational agriculture than would be true if specific types of projects, contests, or activities were selected by Foundation donors with which they would be identified.

Thru the pooling of funds in the Foundation, more adequate awards can be made with less administrative detail and, in addition, each donor will receive recognition for all awards made by the Foundation rather than for any one specific project or activity in which his organization or business concern may have some particular interest.

Substantial contributions totaling more than \$50,000 have already been received by the Treasurer of the Foundation from the Curtis Publishing Company of Philadelphia, Pennsylvania; the International Harvester Company of Chicago, Illinois; the Firestone Tire and Rubber Company of Akron, Ohio; General Mills, Incorporated, of Minneapolis, Minnesota; the General Electric Company of Schenectady, New York; and the Harry Ferguson Company of Dearborn, Michigan.

"Blueprints" Again

V. E. GRAHAM, Teacher,
Schlater, Mississippi

THINKING of the editorial entitled "Blueprints Wanted" in the December, 1944, issue of our *Agricultural Education Magazine* and of the editorial "Blueprints Based on Facts" in the February, 1945, issue, I wish to say that I am sure that we need something more concrete and more specific than we now have. I, like the author of "Blueprints Wanted," yearn for the time when, at the end of a day, week, or month, or perhaps a year, I can relax and feel like I have at least temporarily completed a job, that I am up with my work for the time being. Such a condition should be possible in any profession, for no one should be constantly under pressure, feeling always that he has more to do than he can possibly get done. To remedy this condition in vocational agriculture, I offer the following suggestions:

There are many capable teachers who can and have formulated entirely satisfactory programs of work for their respective communities. Let the supervisors and teacher-trainers study these programs carefully and offer suggestions in view of perfecting them. Then, whenever a program has been accepted as satisfactory, let them direct their efforts toward helping the teacher carry out this program rather than consistently offering new and additional things to do. I believe a great many good programs have been ruined because too many other things were suggested or, in many cases, demanded.

During my first two years at Walnut Grove, Mississippi, I, with the aid of leading farmers and businessmen, developed these objectives or program: First, to increase production of field crops by the use of improved varieties and better seed; by proper fertilization; by the use of cover crops, and by properly terracing the land. Second, to improve living conditions at home by establishing and maintaining better home orchards; by the growing of better gardens; by improving the poultry flocks, and by beautifying the home grounds. Third, to increase and improve dairy cattle by establishing and improving pastures. Fourth, to improve social conditions by organizing the different centers or communities so they could carry on desirable social activities.

Some may doubt this being a good program, but I don't think any one can doubt its being a big program. While I stuck to this program fairly consistently, I was frequently forced to deviate from it to try to do some of the many other jobs assigned to me thru our supervisory conferences and training courses, most of which I thought were good and which I conscientiously wanted to put into effect. But due to an overload, I never did a great deal with any of them, tho I did neglect my original program trying to do them. Hence I ended each week, each month, and each year feeling that I had failed to do a reasonable, satisfactory job. Looking back, I now believe I would have done much more good if I had left off most of the "other" jobs and spent practically all of my time working on my original program, and I am sure I would have been a happier man.

I am aware that unusual conditions

will arise when we must assume additional responsibilities, but even then let us go ahead with our regular programs and take on only such other duties as we can reasonably expect to accomplish.

More on "Blueprints"

E. J. STEVENS, Teacher, Manson, Iowa

THIS teacher of vocational agriculture has no blueprint but after a decade of teaching and "choring" has finally relinquished the following chores:

1. Research for "desk educators" who request materials for their theses (I might make an exception where he offered a share of the degree to be conferred)
2. 4-H Club leader
3. Boxing club managership (in which managership is used synonymous with punching bag)
4. Managership of county open class livestock show
5. Teacher of Sunday School
6. Coach of independent basketball teams
7. Basketball official
8. Pruning grapes and culling chickens except for demonstration
9. Doctoring horses.

This teacher concedes that, to many of his profession, some of the many above named jobs may not be "chores"—they were to him. He also performs many tasks not at all related to agriculture that to him are not chores. He still has some malignant growths for the removal of which operations are in order and opportunities for infection continue. May it be said that the extraction of the above vestigial organs has been successful, that the patient is not only recovering but has definitely improved. Boy, it's great to see home again!

Rules for the Banquet Table

If you spill your coffee in your neighbor's lap, instantly assure him that you didn't care for coffee anyway.

If you get a spot on the tablecloth, absent-mindedly place a piece of bread over it, butter side down. The butter will keep the bread from slipping off the spot.

If you use sugar in your coffee, use it to sweeten, not to thicken it.

Banquet Banter

Toastmaster: Ladies and gentlemen, this year, as you know, we are giving special recognition to our mothers as a gesture of sincere appreciation of their interest in our farming programs. It is my privilege to ask my own mother to represent the mothers here tonight. I use the words of H. T. McClure as I speak for each boy present:

STAR OF MY LIFE

E'en ere I breathed the breath of life,
Your prayers, like rays of heavenly light,
Illumed safe paths for me to tread,
To point my ways in places bright.
Through childhood days of helplessness
And mystery, strange pain and tears,

You led me ever from the depths
Of joyless hours from needs or fears,
Star of my life—
My mother.

New interests with added years
Have come, but none that does imbue
With greater faith than your sure love;
No orb that gleams more brightly through
The clouds that float across my view
To peace and happiness and God,
To guide, to comfort, to sustain,
As life's uneven course I plod.

Star of my life—
My mother.

I know 'tis not without distress
You've kept your light before my feet.
Oft times I've followed, errant bent,
And brought you grief and sore defeat,
But your true life and patient love
Have e'er kept plain the surer way.
Though I fall short, you have not failed;
For this I honor you today.

Star of my life—
My mother.

Ladies and gentlemen, my mother.

Speaker: Future Farmers and guests, this is indeed a happy evening for all of us mothers. We are sincerely appreciative of the honor which you boys do us in return for our doing only what we should, a mother's duty. I am not particularly good at making a speech so I am reading you a poem by Ruth Henkle which, in these days of war, expresses the feelings of many a son to his mother.

A LETTER FROM MY SON

Dear Mom, here's just a line or two, I can't think of much to say
Except how's all the folks back home
Since I have been away.
Life in a camp is not like home, and
things are not the same,
But I'll get by—I always do—till we win
this warring game.

Say Mom, I went out on the Range today,
It's several miles away,
We carried packs upon our backs and
marched in the heat of the day.
It seemed like a million miles that we
carried our heavy loads.
And many a sigh of relief I heard when
we came to the end of our road.

Gee Mom, I almost forgot to say thanks
for all you've done
To brighten the lonesome hours of your
own dear Soldier Son.
Thanks for all the lovely things you and
Dad have done for me.
And I know your prayers will keep me
safe, no matter where I may be.

The letters, Mom, and gifts you send
brighten the lonely hours
That come to every soldier boy. They
keep me from being sour.
They help me when I'm feeling blue and
cheer me when I'm sad.
And I'm mighty proud to be the son of
you, dear Mom and Dad.

Now Mom, I'll have to say "so long," and
don't forget to write.
Your letters are all I really want when I
get back each night.
They give me courage for each day.
Thanks Mom, for all you've done.
God bless and keep you safe, dear Mom.
With love, Your Soldier Son.

